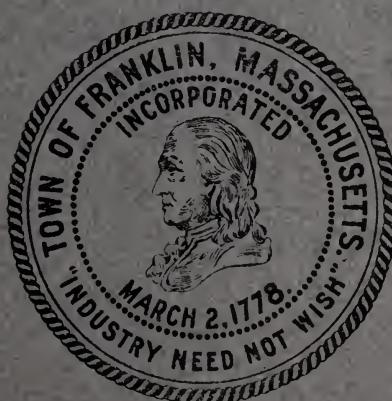


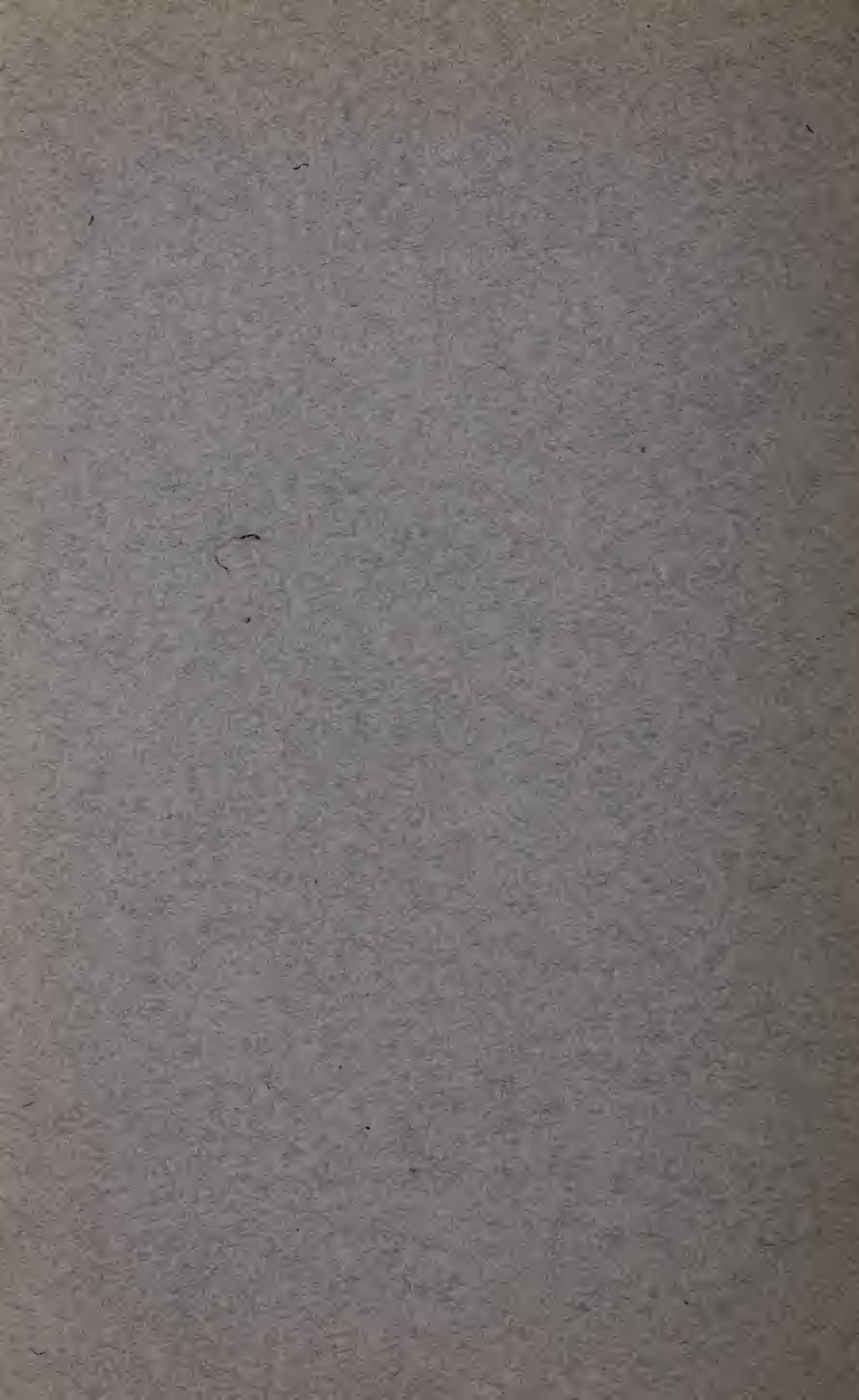
# Public Schools



TOWN OF  
**FRANKLIN**  
MASSACHUSETTS



NINETEEN HUNDRED AND NINE



# Annual Report

OF THE

## SCHOOL COMMITTEE

OF THE TOWN OF

## FRANKLIN, MASS.

FOR THE

FISCAL YEAR ENDING JANUARY 31, 1909



SENTINEL PRESS  
FRANKLIN  
1909

**COMMITTEE:**

WILLIAM A. WYCKOFF	.	.	.	Term Expires 1909
SOLON ABBOTT	.	.	.	" " 1910
JAMES H. KNAPP	.	.	.	" " 1911

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**ORGANIZATION 1908-1909:**

SOLON ABBOTT,	WILLIAM A. WYCKOFF,
<i>Chairman.</i>	<i>Secretary.</i>

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**SUPERINTENDENT:**

IRVING H. GAMWELL,  
*Residence: Corner Pleasant and Queen Streets.*  
TELEPHONE 74-6.

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A regular meeting of the Committee is held in the Horace Mann building, beginning at 8 p. m., on the first Thursday in each month.

The Superintendent is at his office in the Horace Mann School from 8.30 to 9 a. m. and 4 to 5 p. m. each school day.

TELEPHONE 94-5.

## Report of School Committee.

TO THE CITIZENS OF THE TOWN OF FRANKLIN:

In presenting our report we desire to say that the year just closed has been a busy one for your Committee, and the work has required time and thought.

The growth of our schools had reached a stage where it seemed imperative that a change in administration should be made.

For a long time the Principal of the High School has also been Supt. of Schools. Your Committee believes the time has come when a change had to be made if we were to maintain a high standard of excellence in the schools.

With that end in view, we have placed the High School in the care of Mr. Amasa Bowles as Principal, thus relieving the Superintendent from teaching, and allowing him to give his attention wholly to supervision. We believe time will show that the change was for the best interests of the town and schools.

This has caused no extra expense for the current year, and that it may not in the future, we would recommend that the town join with some adjoining town in forming a Superintendents' Union.

A great many things are required of the children today, in fact so many, that in a day of five hours it is hardly possible to do the work, and at the same time give the necessary time to the essentials.

After a careful examination of the schedules in the various grades, and after consulting the State Board and others, a change was made in the "time allotment" whereby a larger portion of the time is now devoted to essential subjects.

Music and Drawing are retained, but the time is so divided as to give to each subject the time that its importance demands.

To quote from a former report, "It seems to some of us that there may be danger of crowding so many things into the lower grades that the more important subjects may be neglected."

We believe this to be true, and that too much time has been devoted to the so-called "fancy studies." Other towns have had the same experience and have taken steps to correct it.

Our course met with opposition in some quarters and criticism in others but we believe we were fully justified in making the change and that time will prove it.

In the very near future the town will be obliged to provide more school rooms.

The prospect now is that at least one, if not two new schools will have to be opened next September. At present every school room is used. At least one of the schools in the Horace Mann building should be taken out, to provide more room for classes.

Unless the town immediately provides for the schools, the Committee will be facing a difficult problem at the beginning of the next school year. The best solution seems to be in the Wm. M. Thayer school on School St.

With comparatively small expense two good rooms can be provided. We therefore recommend that the town make the necessary changes to provide for the needed rooms.

Your attention is again called to the fact, that the Unionville, Four Corners and Brick schoolhouses are not properly heated and ventilated and do not meet with the State requirements.

Changes in these schools should be made.

Through the generosity of Mr. and Mrs. Harrington the Brick school now has a good playground, and with the special appropriation by the town the grounds have been greatly improved.

With a small outlay of money this building could be made a model of convenience.

The people in the south part of the town have long been anxious to have the school in that section reopened.

It has been found by experience that transportation

in barges is unsatisfactory in many ways, and we believe the interests of the town and the people in that district will be better served if the school is reopened. A small outlay of money will put the building now there into proper condition and we recommend that provision be made to that end.

The sanitary conditions of some of our schools are not what they should be, particularly the Wm. M. Thayer, Nason St. and Arlington St. buildings. The closets and urinals are filthy, even with the best care we can give them and some provision should be made to put them into a condition to conform to modern methods and ideas.

The repairs for the year have not been extensive.

The furnaces in the Wm. M. Thayer school gave out and considerable expense was incurred in putting them into suitable condition.

A fire escape was built for this school and we now believe the lives of the children are properly safeguarded. The Arlington St. building was given one coat of paint and should be given another coat next season.

The plastering in several buildings was repaired and the rooms whitewashed. Old blackboards were renewed and many small repairs made.

In the financial statement which follows you will see where and how the money has been expended. That the Citizens might have a better knowledge of the expenditure we have placed the accounts in several divisions, and also separated the expenses of the High School from the schools in the lower grades.

At the beginning of the year our expenses were estimated at \$26,294. This did not include any estimate for the fire escape which was built for the Wm. M. Thayer school.

The terrible fire in Collinwood, Ohio, in which nearly two hundred school children lost their lives, brought forcibly to our minds the necessity for a fire escape in this building, that no such horror should occur in our midst. To provide against it an exit was built at the rear of the building.

As no appropriation was made for it we had to exceed our estimate by practically the cost of this improvement.

We feel sure no one would object to it, nor criticize us for the expenditure.

Our income is less for tuition for non-resident and State pupils, and for dog licenses, being \$1495.38, against \$1746.79, for last year.

Our receipts from all sources are as follows:

Appropriations	\$24,500
A. D. Thayer, Fence	3 19
J. F. Ray, Fence	9 52
City of Boston, Tuition	56 00
State, Tuition	340 80
Bellingham, Tuition	321 00
Norfolk, Tuition	36 00
Tuition Pupils	8 25
Sale of Supplies	12 05
Dog licenses	708 57
	\$25,995 38

Billls approved:

Teachers	\$15,227 59
Transportation	2,927 90
Janitors	2,294 25
Fuel	2,082 51
Janitors' Supplies	14 00
Office Supplies	24 17
Pupils' Supplies	867 75
Teachers' Supplies	43 52
Books	1,120 80
Repairs, General	721 45
Manual Training Supplies	90 13
Express and Carting	61 52
Light	87 53
Toilet	34 29
Printing and Stationery	102 55
Telephone	52 76
Water	65 75
Alterations and Improvements	36 88

New Furniture	204 00
Miscellaneous	383 03
	<hr/>

Expenses of High School:	
Teachers	\$ 2,760 00
Care of Library	13 65
Printing and Advertising	40 35
Books	324 27
Supplies	161 36
Rent of Opera House	17 00
Repairs	70 22
Fuel (estimated)	500 00
Janitors (estimated)	550 00
	<hr/>
	\$ 4,436 85

We estimate our expenses for the coming year as follows:

Teachers	\$15,626 00
Transportation	2,850 00
Janitor	2,300 00
Fuel	2,050 00
Books and Supplies	2,200 00
Repairs	1,000 00
Miscellaneous	700 00
School Physicians	150 00
Unpaid Bills	557 00
	<hr/>
	\$27,433 00

We recommend that the town appropriate for school purposes:

For Unpaid Bills	557 00
For School Physicians	150 00

We recommend that the town appropriate for school purposes:

In closing this report we desire to say that during the year just closed your committee has worked in entire harmony and with one end in view, to give to the town the best schools possible with the money expended. We have given our services willingly and to the best of our ability.

Respectfully submitted,  
 SOLON ABBOTT,  
 WILLIAM A. WYCKOFF,  
 JAMES H. KNAPP,  
 School Committee.

## Report of Principal of High School.

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TO THE SUPERINTENDENT OF SCHOOLS:

At the opening of the fall term, a new schedule of studies was introduced in the High School. The old schedule was not materially changed, but simply cut down in a few minor details in order that four teachers might adequately handle the work. The courses offered are practically the same, affording the opportunity of electing Latin and English, scientific, college preparatory, and commercial work. The fear that with only four teachers, the subjects would be broken up to such a degree that it would be impossible to procure persons competent and efficient has been gradually eliminated. Upon trial it has been found possible to group the subjects into departments, leaving only a few subjects to be scattered. This is a condition that exists in every High School of equal size.

At the present time there is urgent need of an extra recitation room. The Commercial work, as formerly, is in a room by itself, and, as will be seen by reference to the following table, is overrowded. This is due in a measure to the granting of a diploma at the completion of a three years' course. More room will be required to accommodate the additional members that may be expected to enter next year.

Science has been placed upon the required list of studies in the first year for the purpose of stimulating the study of the sciences. If this increases the number electing the scientific branches in the upper classes, more room will be required to accommodate them. At present the Laboratory is used as a recitation room and is available only two periods a day for Laboratory experiments. If there were an extra recitation room the Laboratory could be used while the recitations were being carried on.

The time allotted to recitations restricts and condenses the matter to such a degree that it would be advisable to change or revert to the two sessions. Home study is theoretically good and would be preferred provided each pupil used his time alike; but when one studies at home

while another does not, a class becomes divided, to the injury of both. Two sessions would tend to do away with this evil, making the standard of scholarship higher and the rating of the pupils more even.

A debating club has been organized among the boys, for the purpose of giving them much needed training in simple parliamentary practice and speaking.

Two entertainments have been given in the Alumni hall by talent from the school. They have done much toward unifying and centralizing school spirit.

The athletics of the school are in excellent condition, and are doing much toward raising the standard of scholarship. Only those who attain a passing mark in fifteen points are permitted to represent their school on any of the teams. The teams are accompanied on their trips by a teacher or a competent person.

The following table gives a brief summary of the number electing the respective courses:

	1st YEAR.	2nd YEAR.	3rd YEAR.	4th YEAR.
Latin,	20	13	9	2
French,		25	14	9
German,		3	14	
Science,	28	11	12	6
Commercial,	20	30	12	8

Enrollment, September 2, 1908.

	BOYS.	GIRLS.
First year,	11	24
Second year,	16	18
Third year,	9	14
Fourth year,	4	12
Special,	3	7
<hr/>	<hr/>	<hr/>
Total,	43	75

1. One year's study of Mathematics, and two years' study of a Foreign Language are necessary for a diploma.

2. Four weekly exercises will be given in Vocal Music to those electing it. The length of the period will be about 15 minutes.

3. Manual Training and Mechanical Drawing may not be taken separately. The class electing these sub-

jects will meet four afternoons a week from 2.30 to 3.30 o'clock, instead of during the morning session.

4. For regular standing enough electives must be taken during each year to make, with the required subjects included, a total of at least nineteen (19) points.

5. Required subjects are prescribed for all regular pupils, but the diploma of the school will be awarded to any member who satisfactorily completes a four years' course of preparation for admission as a regular student to an approved college or university.

A diploma will be awarded to those who successfully complete all of the Commercial courses, together with one year of Mathematics and the required English, at the end of three years' work.

Respectfully submitted,

AMASA BOWLES.

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## Report of Teacher of Drawing and Manual Training.

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To THE SUPERINTENDENT OF SCHOOLS:

The course in Drawing which has been followed during the last year has been planned and executed with these aims: to make the child more observant; to enable him to speak with his pencil as well as with his lips: to make him accurate and careful.

When the Laws of Massachusetts were enacted affecting the teaching of Drawing in the Public Schools it was because it is necessary that the United States, a commercial nation, in order to successfully compete with other nations must have not only workmen skilled in the mechanical work of production but trained to produce that which is beautiful as well as useful.

The men of the time when those laws were passed were far sighted enough to see that we could never hope to vie with France, Germany, Italy and England until, as a nation, our artistic taste should be on a par with theirs.

And how can the taste of a people be raised to a correct standard? How can we have men and women who know the good from the bad and when they do, demand it? By training in the Public Schools, by leading the children to wise choices by offering good and bad in designs of fabric or other products and leading them to see why it is either the one or the other.

“Drawing” as a course, socalled, is often termed and thought merely a “frill,” merely an exercise to give the children a change of mental application. To bring a child to see beauty and to appreciate it gives him a joy in life that he otherwise would not have, to help him to create out of his own mind gives him confidence, but it does more than this.

It gives him the ability to know what to buy, what is liveable, what he will enjoy, not for the moment but for as long as the thing shall last. Isn’t this a step forward, isn’t this worth while?

If he plans and makes and decorates some thing, that work is sure to make him appreciate at its true worth the work of others. It makes him see the need of accuracy, and isn’t this necessary in your mills, your factories and your stores?

If a boy and girl can readily sketch that which is before them, or is a clear image in their minds, are they not of more use in even the beginning of their work as carpenters, gardeners, surveyors, merchants, dressmakers, tailors or whatnot? The doctor finds of great use his ability to sketch, the lawyer surely does and we have word from all the professions that the ability to use the pencil readily is of inestimable value, and not alone of men in the professions is this true, but of men in every walk of life.

The training of the mind by pursuing scheduled studies which may never be looked at again is deemed necessary — it should be. But a subject which is of immediate practical use to all, if they will and may take advantage of it, should be given in our schools, the place which it deserves. All around us the great cry of Industrial Training is rising, and hand in hand with this must be the training in appreciation of what is good, what

is best and why, that we are now trying to give children in our Public Schools.

It has been of great interest to watch the enthusiasm of children along the lines of work in drawing, and when they feel, too, that it's something of practical use to them they have more and more desire to excel. During the last year four designs from one room, Grade VIII., were sent to the School Arts Book, the most widely circulated paper among teachers in this line of work, and we may be proud, that one of those received a third prize, one an honorable mention, and two came back to us starred, which means "very good work."

Franklin has teachers who are doing splendid work for the children here; the children are interested. Now we need more time to devote to the work, and the interest of the parents shown by inspection and criticism; we need the practical criticism of those who are to employ our boys and girls; we want to feel that as a town we all pull together for a standard in this work, which surely will prove it worth while.

Toward this end of practical use during this past year we have worked. In general, the outline of the work is this:

Grades 1 and 2. Work which shall make the child as willing to use his pencil as his tongue, observant as to form.

Grade 3. Work in observance of general form and color.

Grade 4. More strict representations of what he sees, both in paper cutting and silhouette work.

Grade 5. Beginning of sketch work, trying to reproduce faithfully what we see, some design work.

Grade 6. Carrying work of Grade 5 on, beginning practical work in design and application of it.

Grades 7 and 8. Here the child gets ability to sketch easily what he sees, things not too complex.

Grade 9. Through this work goes, too, correlated work in spacing, printing and coloring, work in cardboard construction from simple boxes to furniture and houses; work in design and its application, planning decorations for some useful thing, planning color for a room, making

booklets which shall be in themselves examples of good spacing, lettering, text illustration.

Because of the very small amount of time which we may give to drawing this year we may have to give up the idea of an exhibition. Put drawing in the schools here for the same time it has in other places and see if it will not repay your far-sightedness in the near future when Industrial Training is in the place which it should and very soon will take in the State of Massachusetts.

#### A Necessity.

It seems a very necessary thing that another year there should be a time in the allotment of High School subjects when free-hand and mechanical drawing may be given to those desiring it.

For a boy preparing for a Technical School to be without instruction in Mechanical Drawing is a very serious handicap. For the girls fitting themselves for Normal Schools of any kind or for Kindergarten teachers it is an absolute necessity.

During the Fall term the Supervisor had a class twice a week, but not all who wished could take the subject because of conflicts and it had to be given up while the afternoon session of school commences at 1.15 p. m.

The ninth grade with two periods a week is doing very good work. The subjects already worked upon here are design and lettering.

The report in Manual Training published last year in this Annual Statement dealt largely with the meaning and application of the term, and there was, too, a schedule of work carried on from September to February.

For the rest of the school year the progress of the boys in this line of work was most gratifying and it was not entirely the satisfaction which comes from the viewing of work well done on the part of many but the knowledge that behind the work which was exhibited last June was the power in the boys, which but for this subject would yet be latent. The most praiseworthy piece of work done during the year was a hall seat of oak which was not at the exhibition. All of it done by the hand of the boy who made it, it was surely a most loud testimo-

nial as to the value of such a course in the schools of a town.

There was interest shown all along in the work, and had it not become necessary because of the small number of teachers employed for the High School this year our class would still be large of High School boys who desire to go further in this kind of work. As it is now, a study not only optional but taking a boy's time for recreation two afternoons a week it is not strange that the advanced class is small in comparison with that of last year.

The Eight Grade boys have profited by this change in that now they get an afternoon a week in the shop. One division comes from 1.15 and goes at 2.30 when the other division is ready to work until 3.45 during the spring and fall. At present the hours are a bit shorter in view of the time of school session from 1.15 to 3.15, p. m.

These boys are taking the course as was stated last year, but for a few changes which seemed for the best. Quite a bit of work now at the first is devoted to accurate sawing to line, making a plant trellis as an outcome of this work. Altho it is a splendid thing for the 8th grade our shop is fitted for larger boys and if Manual Training is to be largely confined to the younger boys the vices and benches will have to be lowered. This, of course, is overcome in having adjustable benches, which would be most practical when the town sees fit to install them.

It is a very great pleasure to both boys and teachers to have the parents and others in town who are interested come in to see the boys at work. There are classes on Tuesday and Thursday from 2.30 to 3.30 and on Wednesday from 1.15 to 3.45.

Respectfully submitted,

FLORENCE L. GODING.

## EIGHTEENTH ANNUAL REPORT (IN PART) OF THE SUPERINTENDENT OF SCHOOLS

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TO THE SCHOOL COMMITTEE:

I present below the portions of my eighth annual report designated for publication:

### **THE YEAR'S EVENTS.**

A year of peculiar activity has drawn to a close. Its leading events can now be chronicled:

**March.** Franklin Business Association devotes its monthly meeting to "The Cost of Our Public Schools."

Voluntary classes in Sewing and Basketry started in Arlington Street school district.

**April.** Teachers' Institute for Franklin and neighboring towns held here on the 27th. Use of Ray Memorial Library hall generously allowed.

Front doors of Nason Street school houses renewed, and made to open outwards.

**May.** High school reapproved by New England College Entrance Certificate Board for a term of one year from January 1, 1908.

**June.** Drawing and manual training exhibit held. Superintendency and High School principalship separated.

North Franklin barge service discontinued, and transportation by car substituted. Change took effect in September.

First official ninth grade graduation held June 24, and diplomas awarded. Graduates:

## BOYS.

Karl Aubrey Bright  
William Vincent Fitzgerald  
Davis Thayer Gallison  
Philip William Kohl  
Francis Dennis Murray  
Clarence Milward Quilter  
Charles Willard Smith  
Harold Mortimer Smith  
Frederic Stanley Spooner

GIRLS.

Persis Florence Adams

Martha Parker Blanchard  
Margaret Ellen Brogan  
Bessie Walcott Ellis  
Ellen Gertrude Feeley  
Mary Edesee Hood  
Mabel Ethel Illidge  
May Ruth Kee<sup>fe</sup>  
Anna Agnes Kenney  
Anna Theresa McCabe  
Frances Alice Randall  
Ella Hortense Razee  
Geneive Stowell Searle  
Martha Adaline Whiting  
Blanche Woodward

## PROGRAM.

1. MUSIC—Patriotic Medley.  
The School.
2. ESSAY—Our Insular Possessions.  
Bessie W. Ellis.
3. PIANO SOLO.  
Martha P. Blanchard.
4. STORY OF PIED PIPER.  
Masters Murray, Gallison and Morse. Misses Razee,  
Whiting, Feeley, Keefe and Hood.
5. PRESENTATION OF CLASS PICTURE.  
Bessie W. Ellis.
6. SONG.  
The School.
7. PLAY—The Runaways.  
Masters H. Smith, Fitzgerald, Quilter and Bright.
8. SONG.  
Ella H. Razee.
9. PLAY—A Love of a Bonnet.  
Misses Illidge, Randall, Searle, Howard, Adams  
and Woodward.
10. PRESENTATION OF DIPLOMAS.  
Dr. Solon Abbott, Chairman of School Board.

Graduating exercises of High School, June 26, in  
Morse Opera House. The program:

1. MARCH. School Orchestra.  
2. MUSIC—Morning Invitation . . . . . *G. A. Veazie*  
High School Chorus.

## 3. GREETING.

Harold Dean Talbot.

## 4. ESSAY—Early History of the Franklin High School.

Alice Mabel Abbott

## 5. ESSAY—Memories of High School English.

Amy Florence Aldrich

## 6. ESSAY—Benefits of Elocution in School and in Business.

Ralph Taylor Whitney.

7. SONG—A May Morning . . . . . *Denza*

Charlotte Jane Waterman.

## 8. ESSAY—Value of the Study of Shorthand.

Alice Gertrude McNally.

## 9. ESSAY—Reminiscences of an Old Farm House.

Mildred Vida Jones.

## 10. ESSAY—Civil Service Reform and the Merit System

Thomas Joseph Kearns

11. MUSIC—Voices of the Woods . . . *Rubinstein-Watson*

High School Chorus

## 12. ANNOUNCEMENT OF CLASS GIFT.

Ethel Emma Wales.

## 13. ADDRESS TO UNDERGRADUATES.

Anne Frances Nixon.

## 14. CLASS HISTORY.

Mary Edith Coldwell.

## 15. ESSAY—“Sine Labore, Nihil”

Ellen Elizabeth Clark.

## 16. PRESENTATION OF DIPLOMAS.

Dr. Solon Abbott, Chairman of School Committee.

## 17. SINGING OF THE ODE.

The Class.

## THE GRADUATES.

Alice Mabel Abbott

Alice Gertrude McNally

Amy Florence Aldrich

Anne Frances Nixon

Ellen Elizabeth Clark

Willard French Sanborn

Mary Edith Coldwell

Harold Dean Talbot

Mildred Vida Jones

Ethel Emma Wales

Thomas Joseph Kearns

Charlotte Jane Waterman

Ralph Taylor Whitney.

**July.** Arlington Street school house repainted (one coat).

Rear exits and stairway constructed at William M. Thayer school.

Frye's geographies adopted for grades IV, V and VI. Medial writing books adopted for all grades.

Voted to locate a new fifth grade in Arlington Street school, and a new seventh grade in Mann school.

High school changes decided upon: Teachers reduced from five to four. Courses in commercial arithmetic, elocution and physical training abolished. Book-keeping offered to first two classes. Science made compulsory, and ancient history made elective, the first year. Manual training changed to the afternoon. Graham shorthand put in place of Gregg. Seven periods to the day, and five recitations a week in each subject adopted.

**August.** Beaver and Pleasant Streets made dividing line between Brick and Thayer districts.

Higgins' First Science Book adopted for high school, and the following new English texts as prescribed by the new college requirements: Henry V, Lorna Doone, Lamb's Essays of Elia, Sohrab and Rustum, Browning's Cavalier Tunes, and Macaulay's Lays of Ancient Rome.

**September.** Uniform method of teaching reading begun in all primary schools.

Examination of pupils' eyes and ears in elementary schools.

Half-day attendance (one grade at a time) commenced at Brick School.

Manual training (Sloyd) for boys, and work with reed and raffia for girls, introduced in both eighth grades.

Three years' business course adopted in high school: "The diploma of the high school will be awarded to any student who successfully pursues a three years' course of business subjects together with the prescribed subjects of each year, and takes enough additional points each year to make the total required of a regular student, provided that one of the subjects taken be a mathematical subject."

Free daily transportation by car restricted to pupils whose shortest route to school lies along the line of a street railway company for one mile and a quarter or more.

**October-November.** New program promulgated for

elementary schools, lengthening the time in some studies, shortening it in others, striking certain subjects from the schedule, and dividing classes into two sections, as follows:

SUBJECTS	III	IV	V	VI	VII	VIII
Arithmetic,	375	375	375	360	360	360
Drawing,	60	40	40	30	50	20
Geography,	45	200	160	240	*120	*120
Handwriting,	100	75	75	60	40	40
History,	—	—	—	30	120	*120
Language,	125	200	200	240	300	300
Manual Training,	—	—	—	—	—	60
Opening Exercises,	25	25	25	15	15	15
Optional,	—	—	45	—	30	—
Phonetics,	75	75	30	—	—	—
Reading,	350	170	210	210	150	150
Recesses,	150	150	150	150	150	150
Spelling,	150	150	150	125	125	125
Vocal Music,	45	40	40	40	40	40

(This program is now in effect.)

Sixty additional rules and regulations adopted.

**December.** Time of afternoon session changed to 1.15 to 3.15.

**January.** Intensive study of Abraham Lincoln in all schools.

**Gifts.** Valued gifts have been received during the year.

From the class of 1908, Horace Mann High School, came a tablet whose lines run thus:

IN HONOR OF  
HORACE MANN  
STATESMAN AND EDUCATOR  
WHO WAS BORN IN THIS TOWN MAY 4, 1796  
AND FOR WHOM THIS SCHOOL WAS NAMED  
THIS TABLET IS DONATED BY THE

\* Prepared out of school.

## CLASS OF 1908

Special credit is due the givers of this tablet for thus honoring the eminent American whose native town had long been destitute of any public inscription to his memory.

In the summer Mrs. Elizabeth M. Harrington, seeing the incompleteness of a school without a playground, generously deeded to the town a parcel of land just back of the Brick school "for the purpose of a school yard, or for some other use pertaining to the maintenance of public schools in the town of Franklin, and for no other use or uses. Should said inhabitants cease or fail to comply with the condition aforesaid, the said land shall revert to the said Elizabeth M. Harrington, and her heirs and assigns forever."

Mr. James F. Ray has recently presented three pictures of Roman interest—the Forum, the Coliseum, and St. Peter's Cathedral—in subject and workmanship well worthy to hang in the newest and best of our buildings, the Ray school.

The classes which passed last June from rooms 1 and 3 of the Ray school gave well-chosen pictures to remain in the rooms they had been the first to occupy.

**Mothers' Meetings. Story-Telling for Children.**—Through the initiative of the educational committee of the Alden Club several well attended mothers' meetings have been held in different schools, where timely topics have been presented by speakers of authority, and helpful discussions and social periods have followed. One not connected with the school department has given the pupils frequent opportunity to hear stories told by experts in their art.

#### **HOME STUDY.**

The experience of another year has brought forth nothing new in favor of home study in the grades. On the contrary, the desirability that all lessons be left behind when pupils depart at the end of the day is more apparent than a year ago. A decisive step in this direction would be the lengthening of the afternoon session in

the seventh and eighth grades. If these schools kept until 4 o'clock, little and perhaps no home work would be required. Such a change would, besides, eliminate the daily confusion now incident to the early withdrawal of car pupils on both lines.

### STATISTICS.

Total expenditure for year ending Jan. 30, 1909,	\$25,990 20
Total expenditure for year ending Jan. 31, 1908,	25,807 38
Cost per pupil* for school year 1907-08,	26 46
Average membership first half year, 1908-09,	967
From "School Returns" for 1907-08:	
Number of pupils under 5 years of age (boys 6, girls 3),	9
Number of pupils over 15 years of age (boys 55, girls 67),	122
Number of pupils between 7 and 14 years of age (boys 367, girls 351)	718
Total membership,	1,138
Average membership,	975
Average attendance,	893
Percentage of attendance,	91
Number of regular teachers required,	28
Number of teachers in high school,	5
Total membership of high school,	116
From the school census, Sept. 1, 1908:	
Number of persons between 5 and 15 years of age (boys 498, girls 481),	979
Number of persons between 7 and 14 years of age (boys 377, girls 342),	719

\*The per capita cost contained in the last three reports was not computed in just the same way as in the table of "Twenty-Five Years' Statistics" published in the report for 1903-04. Reckoned by the method of that table, the figures would be:

SCHOOL YEAR.	AVERAGE MEMBERSHIP.	TOTAL EXPENDITURE.	COST PER PUPIL.
1904-05	914	\$24,699 58	\$27 02
1905-06	898	23,714 06	26 40
1906-07	945	24,259 78	25 67

### EXAMINATION OF EYES AND EARS.

The teachers' examinations of pupils' sight and hearing for the school year 1907-08 were with these results:

Whole number of pupils examined, 937.

Whole number of pupils found defective: Eyes, 188; Ears, 44; Total, 232.

Number of parents notified, 192.

### **ENROLMENT.**

The membership of the various schools stood as follows on January 29, 1909:

<b>Arlington Street School.</b>		<b>BOYS.</b>	<b>GIRLS.</b>
Room 1.	Grade I,	19	17
Room 2.	Grade II,	19	17
Room 3.	Grade IV,	9	13
“	Grade V,	17	7
Room 4.	Grade III,	17	14

<b>Brick School.</b>			
(One room)			
	Grade I,	8	9
	Grade II,	7	10

<b>Four Corners School.</b>			
(One room)			
	Grade I,	19	7
	Grade II,	14	10

<b>Mann School.</b>			
Room 1.	Grade VII,	18	15
Room 3.	Grade IX,	26	22
Room 6.	Grade VIII,	10	17
High,		36	62

<b>Nason Street School.</b>			
Room 1.	Grade I,	6	6
“	Grade II,	12	10
Room 2.	Grade III,	17	15
Room 3.	Grade V,	24	19
Room 4.	Grade VI,	21	16

<b>Ray School.</b>			
Room 1.	Grade VIII,	17	20
Room 2.	Grade VI,	21	21
Room 3.	Grade VII,	12	20
Room 4.	Grade VII.	15	19

		BOYS.	GIRLS.
<b>Thayer School.</b>			
Room 1.	Grade I,	9	9
“	Grade II,	14	7
Room 2.	Grade III,	18	16
Room 3.	Grade IV,	18	24
Room 4.	Grade V,	23	22
<b>Town House School.</b>			
Room 2.	Grade IV,	25	15
<b>Unionville School.</b>			
(One room)			
	Grade I,	1	6
	Grade II,	2	5
	Grade III,	2	1
	Totals,	476	471

Total boys and girls, 947.

#### *DIRECTORY.*

The only change in teachers between January and the summer vacation was the much regretted withdrawal of Margaret W. Noyes from the high school on May 22, 1908. Alden H. Abbott completed the term as substitute.

Miss Dunning's leave of absence began March 30. Mrs. David W. Mann took the school till the end of the year. At the close of schools in June the following teachers got through:

At the high school, Irving H. Gamwell, Charlotte W. Redding, and Grace S. Torrey; at the Four Corners school, Alice E. Wentworth; at the Arlington Street school, Grade IV, Jennie S. Dickson; and at the Ray school, Grade VII, Alice T. Quinn. Subsequent changes are noted later.

The directory of the regular workers at present in the department is as follows. Unless otherwise specified each teacher has served since the end of the summer vacation.

#### **Superintendent.**

Irving H. Gamwell, Corner Queen and Pleasant Sts.

#### **Teachers.**

Emma J. Holmes, 19 Church St., Arlington St. School, Principalship and Grade III.

Lula P. Hayes, 255 Dean Ave., Arlington St. School, Grade I.

Sarah E. Stock, 230 Dean Ave., Arlington St. School, Grade II.

\*Carrie E. Wayland, 23 Main St., Arlington St. School, Grades IV and V.

Edith L. Metcalf, Lincoln St., Brick School, Grades I and II.

Emily F. Morse, 23 Summer St., Four Corners School, Grades I and II.

Amasa Bowles, 21 East St., Principal of High School.

Bertha F. Hayes, 14 High St., Associate in High School.

†Ellen S. Somerby, 14 High St., Associate in High School.

Alice Wiggin, 5 Alpine St., Associate in High School.

Frances E. King, 14 High St., Mann School, Grade IX.

‡Louise A. Hill, 229 Dean Ave., Mann School, Grade VIII.

Susie O. Newhouse, 117 School St., Mann School, Grade VII.

Charles F. Frazer, 86 Pleasant St., Nason St. School, Principalship and Grade VI.

Mabel E. Stone, 136 School St., Nason St. School, Grade V.

Gertrude B. Thyng, Crescent House, Nason St. School, Grade III.

Lucy E. Tower, Grove St., Nason St. School, Grades I and II.

Isabel M. Reilly, 38 Oak St., Ray School, Grade VIII.

Sara G. Conroy, 71 Cross St., Ray School, Grade VII.

Marion S. Guptill, 209 Dean Ave., Ray School, Grade VI.

Flora B. Reed, 65 Pleasant St., Ray School, Grade VII.

||Rebecca Dunning, 9 Lincoln St., Thayer School, Principalship and Grade III.

\*Began Jan. 4. Bertha A. Sanderson preceded her throughout fall term.

†Began Jan. 4. Helen Gartside held the position between the summer and Christmas vacations, but withdrew on leave of absence Nov. 16. Marion Rich substituted the rest of the term.

‡Began Sept. 16. Adele M. Waldmeyer remained till Sept. 9, inclusive.

||On leave of absence. Della M. Rogers has been substituting during all of the present school year.

Jennie P. Baker, Lincoln St., Thayer School, Grades I and II.

Dollie S. Carroll, 246 Dean Ave., Thayer School, Principalship pro tem., and Grade IV.

Hattie M. Gay, 120 School St., Thayer School, Grade V.

Beulah A. Woodward, Unionville, Town House School, Grade IV.

Lilah F. Waite, 255 Dean Ave., Unionville School, Grades I, II and III.

Florence L. Goding, 14 High St., Drawing and Manual Training.

**Janitors.**

Edmund Burke, 129 Peck St., Arlington St. and Nason St. Schools.

Charles E. Campbell, 10 Cottage St., Court, Mann and Town House Schools.

William M. Cleaveland, 145 Alpine St., Ray and Thayer Schools.

Harold B. Brown, Unionville, Unionville School.

Clarence M. Ellis, Lincoln St., Brick School.

E. Lovell Metcalf, 477 Central St., Four Corners School.

**Noon-Monitor.**

Ethel Mosher, Lincoln St., Brick School.

**Transporters.**

A. Arthur Fiske, Daniels St., City Mills District.

Mary T. Leonard, 219 Union St., South Franklin District.

John H. Tyler, King St.. Mount District.

**TIME PLANS.**

**Calendar for 1909.**—January 4. Winter term begins for all schools.

February 22. Legal holiday.

April 2. Winter term ends for all schools.

April 12. Spring term begins for all schools.

April 19. Legal holiday.

May 31. Legal holiday.

June 18. Spring term ends for elementary schools.

June 25. Spring term ends for high school and ninth grade.

August 30. Fall term begins for high school and ninth grade.

September 6. Legal holiday.

September 7. Fall term begins for elementary schools.

November 25. Legal holiday.

November 26. Holiday.

December 17. Winter term ends for all schools.

**Month of Promotions.**—Probably for the reason that summer is then at hand June has long been the month of annual promotions. But to my mind this is just the reason why it should not be so. There are difficulties enough connected with a change of grades without the adding one of overcoming the effects of the long summer non-term. December is a better month than June for the advancement of classes. The school year would then coincide with the natural year. There is besides a certain financial advantage in this plan not found in the present one, the ordering of books could be on a much closer basis than in the summer, and the long newspaper notices could be dispensed with.

**September Reviews.**—But if no change is to be made in the time of promotions, I strongly urge the trial of an experiment attempted in Wellesley last September. There on the first day of the fall term the pupils all returned for two weeks to the rooms where they had attended the previous year. This gave the teachers who best knew them an opportunity to review them on the work of the old year—just the refreshment needed after the long freedom from study, and before going into the presence of new teachers, and into a new environment generally. The superintendent of the Wellesley schools writes that the experiment “fully justified the most sanguine expectations, and started the children in good shape for their new work. The teachers, and the parents were all satisfied and pleased with the results.”

### **PROMOTIONAL EXAMINATIONS.**

The present practice of promoting on averages seems open to damaging objections. To illustrate :

1	2	3	4	5	6	7	8	9	AVERAGE
50	49	54	42	90	43	65	82	81	62

On this record this pupil could not be promoted in June because the average of the nine monthly marks fell below the required standing (65 per cent.) But it can readily be seen that the failure was mainly due to the poor ratings obtained the first four months. The deficiency of those months was, however, undoubtedly made up in the subsequent work of the year. Likewise the high rank the fifth month does not mean that he could score it again at the end of the year on that work. In either case the marks have no abiding value. But what we want to know in June is what the pupil is good for then. Clearly, the averaging of nine monthly marks, whose significance lies in the past, is no sound way to determine present proficiency. A more rational result would be reached by the right kind of examinations. To be sure, much has been urged of late years against the decisive use of examinations, but the objections seem to lie, not against the principle, but against the way in which it has been applied. If now, instead of the traditional ten questions, we ask fifty or more, amply covering all phases of the work, and if, instead of consisting of a single sitting, the trial occupied parts of several days, what better means for determining up-to-date proficiency could we devise? Such a method would exercise a stimulating influence during the months preceding, would, if the tests were prepared and results read by disinterested teachers, eliminate the risk of partiality, and would correct the somewhat singular situation of each teacher being final judge of her own work.

### **SCHOOL SAVINGS BANKS.**

Surely in a town named for one who uttered so many famous maxims concerning thrift, a suggestion in favor of the teaching of frugality will not sound out of place.

“School Savings Banks,” as they are called, have been in existence in this country for nearly twenty-five years. As a result hundreds of dollars now stand to the credit of pupil depositors, which would otherwise have been spent in improvident and wasteful ways, and some sense of honorable economy has been aroused. The mode of operating appears unobtrusive and practicable. Such a matter ought not, of course, to be entered upon lightly, but I suggest that the system be thoroughly investigated, and if found reasonably free from objection, adopted on trial in the schools of this place.

#### **SIMPLIFICATION OF COURSE OF STUDY.**

The course of study has undoubtedly become congested, not with subjects, but with subject-matter. But those who would relieve it by the exclusion of whole studies soon find their method in conflict with the public statutes, which distinctly state that “orthography, reading, writing, the English language and grammar, geography, arithmetic, drawing, the history of the United States, physiology and hygiene, and good behavior” shall be taught in the elementary schools. The more legal and the more logical way is to reduce each subject so requiring to its proper proportions.

Take, for instance, Arithmetic. Of what practical use is the subject to the average person outside of reading and writing to billions; addition, subtraction, multiplication and division of whole numbers, and of simple common and decimal fractions; the tables of, and simple operations with the usual denominative numbers; simple interest, and commercial discount; and ordinary surface measure? How many people not in school have had more than the rarest occasion to use apothecary’s weight, Troy weight, complex and compound fractions, compound proportion, partial payments, and as much again? Sensible educators and business men agree that such topics should be entirely suppressed, or at most only casually treated. Indeed, we may go a step farther, and beside the elimination of whole topics may simplify many that are left.

It is safe to say that the course in arithmetic can be sensibly reduced by one quarter. The growing use of adding machines and of other labor-saving devices, only strengthens the argument. But Arithmetic will always be one of the strictly essential branches.

Grammar, too, invites a winnowing. If the main result to be aimed at in this study is correctness of expression (spoken and written), then we should concentrate upon those phases which most make for this end. Observation shows that errors chiefly abound in the formation of tenses; the forms of irregular verbs; the agreement of subject and predicate; the possessive case of nouns; the cases of pronouns; the use of conjunctions and of prepositions; and the grammar of punctuation. Yet a large part of our work has nothing to do with these practical considerations. Here again it would be easily possible to part with twenty-five per cent. of the work without doing any violence to the proper purposes of the study.

If it can thus be shown that certain subjects have expanded beyond their due bounds (and arithmetic and grammar are not the only ones), then they should be simplified. This mode of solution will accomplish all the relief necessary, will least disturb the equilibrium of the whole schedule, and will entail only a minimum loss of subject-matter of value.

#### ***EDUCATION FOR THE FUTURE.***

How often we hear some former pupil say, speaking of some feature added since he attended school, "I wish they had had that when I was there." This innocent remark carries with it a just criticism. Our work is not duly prospective. We are devoted to the standards of the past. "Looking backward" is all right if, like Bellamy, we first take our stand far enough ahead. But if our point of view is the immediate present, then let us "look forward and not back." For the schools are at work upon those who will one day have to depend on themselves. It is five, ten, fifteen or more years hence that our pupils will most need the benefit of the educa-

tion they are now receiving. Hence the duty of educating for the future.

**Vocational Training.**—Unless all signs fail we have entered upon an industrial era whose expansion seems as certain as it is illimitable. Industrial intelligence is to be in demand as never before, systematic preparation as necessary to success in the trades as in the learned professions, trained workmen as surely at an advantage over untrained as the graduate of the professional school over his "self-made" colleague. For some reason vocational training has been slow of recognition in spite of the fact that self-support is man's chief physical concern during the greater part of his existence. But that this form of education has scarcely begun is plainly and painfully evident from the fact that out of 1,690 boys and young men, all over the age of 14 years, who recently applied for work at the Massachusetts Free Employment Bureau, only 36, or less than 3 per cent., answered "Yes" to the question, "Has your school instruction fitted you for any particular line of work?" President Roosevelt's utterances in this connection are directly in point: "Our system of public education," he says, "should be so broadened in its scope as to include not merely the traditional culture studies, excellent and indispensable in their way, but also instruction relative to the farm, the trades, and the home. We should try to provide the many with training in their professions, just as the few, the doctors, the ministers, the lawyers, are trained for their professions. I thoroughly believe that our people approve of the higher education, but I also believe that they are growing more and more to demand a reform in secondary schools which shall fit the ordinary scholar for the actual work of life."

Equally pertinent quotations could be made from Governor Draper's first inaugural address, whose main feature is its extended reference to industrial education.

Agricultural education is another departure which is fast coming to the front, particularly in Massachusetts.

**Drawing.**—Inseparably connected with industrial

education is the art of drawing, a command of which the secretary of the state board, in a recent notable address, names as one of the three essentials to industrial efficiency. Miss Goding's report dwells so fully upon the growing importance of this subject that nothing further need here be said in justification of its claims to future recognition.

**Hygiene**—both public and private—is another matter with which courses of study will more and more concern themselves. A wider understanding of the laws of health, and a better attitude toward their practice are much to be wished for. “The greatest asset of the nation is the health of the citizens.” The constant tendency toward cities and other compact centers of population makes this sort of intelligence increasingly necessary. But with the need has come the knowledge, for science has put at our disposal a wonderful body of fact concerning not only the cause and the transmission, but the prevention of diseases dangerous to the public health. If the favor of the law is sought, we find a precedent in the Massachusetts statute requiring that special instruction be given in the public schools as to tuberculosis and its prevention. With the law viewing one case in this way, there seems to be no legal objection to the inclusion of other diseases, also dangerous but preventable, in the course of instruction.

But personal hygiene will not be overlooked. Not less important than the effects of alcohol and narcotics (the teaching of which is mandatory) are proper care of the body, and healthful eating, drinking, breathing, dressing, sleeping and housekeeping, as well as a sensible attitude toward means of restoration, whether mild or heroic. Modern authority is almost without exception on this side of the question.

**Citizenship.**—Training for Citizenship—probably the state's chief justification for taxing the people for the education of their children—is another unmistakable demand of the future. We do well, occasionally, to read the classic ordinances under which our public schools took their origin. In the very first of these we find enjoined

“an ability to read and understand the capital laws of the country.” This civic phase of education though recognized more than two hundred and sixty years ago, is still most imperfectly realized. The study of civil government usually begins so late in the course that many pupils withdraw without it. Educators whose faces are toward the future insist that the subject should come earlier, possibly from the very first grade. Very good reasons for this claim they assign, among them the indispensableness of such training to successful self-government, the prevalent disregard of law, and disrespect of authority, the general ignorance of our political institutions and their workings, the indifference to civic responsibility, and the influx of foreigners. They contend, besides, that instruction must be more local and concrete, and be calculated, not only to impart knowledge, but to excite a genuine public spirit, and a due sense of personal obligation and responsibility.

**Domestic Education.**--Nor can we doubt that identity of studies for both sexes is somewhat to give way, and that girls will be educated for the vocations open to women, but more particularly for their future responsibilities in the home. It has been said that “the home is at the foundation of our institutions.” If this is so, we are jeopardizing their continued security by allowing our girls to grow up in comparative ignorance of those arts and facts which make for the maintenance of well regulated households. Where will they acquire this intelligence if the schools do not provide for it?

**English Language.**--If there is one other element of assured importance for all time, it is that which helped make Lincoln great, and gave Franklin much of his power, namely, the command of good English. In the programs of study provided by the Commission on Industrial Education for the prospective agricultural schools, English is always included. But this is a well merited distinction. Our mother tongue bids fair to become the world-language of commerce. Business men demand the youth who can, first of all, write well, read well, spell

well, speak well. English is the only one of the school branches which remains in daily and life-long use, is indispensable to attainment in almost any other line, and is the guage of education most commonly applied.

No one would, of course, claim that the so called "essential" studies of today are ever to be displaced by the newer branches. But it is contended that they can be greatly simplified, and that the relative importance of the different subjects is not a closed question.

#### **A VOLUNTARY SEWING CLASS.**

In the month of March the teachers of the Arlington Street School started a class in sewing for the girls of that district. It was to meet once a week after school, and attendance was to be voluntary. Its success has far exceeded the expectations of its promoters, and of those other persons who have contributed time and money to its support. And the interest still continues unabated.

All this, however, would be comparatively unimportant, were it not for the positive and lasting good which is being done. When the girls began, they had little idea of the length and direction of stitches, and hardly knew how to hold a needle, how to use a thimble, how to take different stitches, how to hold cloth or to fold it. But they have since become commendably proficient in the art of sewing.

Thus far the experiment has been an essentially private undertaking, but its conspicuous success, and the need of this sort of training, further enforce the claims of sewing to a place in the regular curriculum.

#### **ACTS AND RESOLVES, 1908.**

The school laws of chief interest passed at the last session of the legislature are three—one (chapter 181) requiring instruction as to tuberculosis and its prevention; another (chapter 412) making the paid employment of school physicians absolute (before it had been contingent upon a previous special appropriation by the town); and a third, relating to the pensioning of teachers. As it is the apparent wish of the state board of education that

this last act should become known, it is here quoted in full, together with the comments of the secretary of the board :

**SECTION 1.** In any city or town, except the city of Boston, which accepts the provisions of this act, a pension fund shall be established for the retirement of teachers in the public schools. The fund shall be derived from such revenues as may be devoted to the purpose by the city council of a city or by direct appropriation by a town. The treasurer of the city or town shall be the custodian of the fund, and shall make annual or semi-annual payments therefrom to such persons and of such amounts as shall be certified to him by the school committee.

**SECTION 2.** The school committee of any city or town which shall accept the provisions of this act may retire from active service and place upon the pension roll, any teacher of such city or town who is sixty years old or over, or is, in the judgment of said committee, incapacitated for useful service, and who has faithfully served such city or town for twenty-five years. The amount of the annual pension allowed to any person under the provisions of this act shall not exceed one half of the annual compensation received by such person at the time of such retirement and in no case shall exceed five hundred dollars.

**SECTION 3.** Upon the petition of not less than five per cent. of the legal voters of any city or town, this act shall be submitted, in case of a city, to the voters of such city at the next city election, and in case of a town, to the voters of such town at the next annual town meeting, and the vote shall be in answer to the question, to be placed upon the ballot:—Shall an act passed by the general court in the year nineteen hundred and eight, entitled “An Act to authorize cities and towns to establish pension funds for teachers in the public schools,” be accepted? and if a majority of the voters voting thereon at such election or meeting shall vote in the affirmative this act shall take effect in such city or town.

**SECTION 4.** So much of this act as authorizes its submission to the voters of a city or town shall take effect upon its passage, but it shall not take further effect in any city or town until accepted by the voters thereof as herein provided.

It is well known that in every city and in many towns there is a small number of teachers who have served the community faithfully, but whose efficiency has become impaired by length of service or by failing health, and who have not been able to lay by sufficient money to justify their retirement from active service.

Neither school officials nor the public are willing to force such retirement, but by their continuance in service the school work as a whole is weakened and children suffer.

For these reasons it would be sound policy in any

community where such conditions exist to take advantage of the means offered by the act and establish a pension fund.

The steps to be taken to this end are:

1. To ascertain how many teachers might legally be pensioned under the provisions of the act, and the amount of money necessary for the purpose.
2. To secure the names upon petitions of the required number of legal voters.
3. To create a public sentiment strong enough to ensure a majority of affirmative votes at the election or meeting where the question is submitted.

This is not to be considered peculiarly a teachers' measure, nor should they be depended on to take the initiative. Although long and useful service in teaching is entitled to most generous consideration, this is a measure in the public interest, and all public-spirited citizens should esteem it to be a duty and a privilege to help it along.

#### **TENURE OF OFFICE.**

The public statutes also provide that the school committee may elect a teacher to serve at pleasure. This is an honor which should be conservatively bestowed, but there are certain teachers in Franklin on whom the committee would do well to confer it. But whether appointment is indeterminate or annual, competence and good behavior should in either case be guarantees against loss of position.

#### **GOOD SCHOOLS AND GOOD TEACHERS.**

Franklin has good schools. According to evidences which come from without, they are far above the average. Our teachers who visit in other places invariably bring back word that the home schools do not suffer by comparison. Our pupils who go elsewhere appear to hold their own, while those who come here from away are usually below their grades. This is not to say that there is not room for improvement, or that we are without the dull and the backward. But the poor we have always with us, in mind as well as in substance.

The town has good schools because it has good teachers. They are a body of untiring workers, alive to the interests of their schools, and the best in education generally. They are worthy of the deference which should be paid to special skill, devotion, and good judgment, wherever found, while without their confidence and good will the highest results may be considered unattainable.

#### ***REMAINING RECOMMENDATIONS.***

That more science be incorporated into the ninth grade course of study,

That reading of a more useful sort be provided for the high school classes in French and German literature.

That no pupil be admitted to the first grade who is not at least five years and ten months old.

That the price of tuition in the high school be raised to at least thirty-five dollars a year.

That at least one man-teacher be employed in every four-room building.

That larger individual dictionaries be supplied to the ninth-grade pupils.

That a suitably large bell be mounted in the cupola of the Horace Mann school.

That each room above the third grade be equipped with sufficient readers for the year's use.

That the advantages of centralized schools be kept steadily in view.

That the public discussion of educational affairs be continued, but in the outlying parts of the town, as well as at the center.

That in the near future the committee ascertain the statistics of school property relating to location of boundaries, value of land, of buildings, of apparatus, etc.

That hose be purchased for use in caring for the Ray school yard.

That an outside door be made in the rear end of the Arlington street school (first floor), and that the same be done at the Unionville house.

That something be done to facilitate the circulation of air in the Thayer school on still days, and that all fur-

naces be in some way connected with evaporating water to prevent the entrance of over dry air into the school rooms.

That Drawing and Elocution be restored in the high school at the earliest possible time, and that instruction in Hygiene be given a place there.

That the future policy of the high school (whether as college-preparatory, vocational or otherwise) be soon decided upon and put into effect.

That the advisability of two sessions in the high school be seriously considered, with a view to a possible reduction in home-study.

That teaching be more by the use of general topics than by so many pages of a particular text book.

That due deference be paid to the fact that more is expected of the schools now than formerly.

That each year all the schools make a thorough study of some one eminent American, as they are now doing of Lincoln, and have within the three past years done of Whittier, Longfellow and Franklin.

Respectfully submitted,

IRVING H. GAMWELL,

*Supt. of Public Schools.*

## Report of School Physicians

TO THE SCHOOL COMMITTEE:

As the work of school inspection becomes better known and understood it is demonstrated that the work is an important one and means much to the children as well as to the parents. Many children are dull and poor scholars, not because of any fault of their own, but because of physical defects, which they do not know or do not understand.

It is the duty of the school physician to discover these defects and report them to the parents. Defective sight and hearing and adenoids and enlarged tonsils are the most important, because of their effects on the general health of the children. Parents should see the necessity of giving these matters attention, if they have the welfare of their children at heart. In the year just closed we have found a large number of cases to report, viz.:

Adenoids and Enlarged Tonsils,	-	60 cases
Pediculosis,	-	70 "
Anæmia,	-	7 "
Valvular Heart Disease,	-	5 "
Scabies,	-	4 "
Otitis Media,	-	3 "
Goiter,	-	2 "
Tubercular Ulcer,	-	1 "
<hr/>		
Total,	-	152 cases

In all of these cases the parents have been notified.

We have visited the schools when called in cases of illness, making 36 visits.

We believe the work of the School Physician is an important one and yields large returns.

Respectfully submitted,

AMBROSE J. GALLISON, M. D.,  
SOLON ABBOTT, M. D.,

*School Physicians.*

## Truant Officers' Report

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TO THE SCHOOL COMMITTEE:

During the past twelve months we have investigated nine cases of absence from school. Of these five were on account of alleged sickness, and four were due to detention with parents' knowledge.

Respectfully submitted,

EDMUND BURKE,  
CHARLES E. CAMPBELL,  
*Truant Officers.*





